

George W Curtis Elementary School

2020-2022 plan summary

Team

Name	Role	Email	Access
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Megan Asp	Counselor	masp1@cps.edu	Has access

Team Meetings

Date	Participants	Topic
01/30/2020	Marseille Jones, Louie, Bradley, Salvant	Self Assessment

Framework

Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.

- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
 - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
 - 2 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
 - 2 Empower others to make or influence significant decisions (REQUIRED: OSEL)
 - 3 Enable staff to focus and prioritize what matters most
 - 3 Employ the skills to effectively manage change
 - 2 Make "safe practice" an integral part of professional learning
 - 3 Collaborate, value transparency, and inform and engage stakeholders
 - **Evidence:** Teachers leading clusters and ILT teams and other school wide improvement teams. Strategic planning process with MTSS committee and liaison for students. Clusters norming and implementation with instructional priorities and learning goals. Staff members attending professional learning committees, professional development and job training. Consistent alignment with goals for instruction and implementation of instructional strategies within classrooms. Consistently reviewing our mission and vision Cougar Creed daily with students and staff. All feedback given to staff are derived from CPS framework. Design a school day that is responsive to student needs. Align the budget to the CIWP priorities and the mission of the school. Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs. Leverage strategic source vendors to maximize dollars. Seek and obtain grants to support articulated needs. Use grant funds strategically to support areas of highest need. Maximize the use of supplemental funding to close any priority group achievement gaps. Streamline purchase procedures to minimize lapses between ordering and receiving materials. Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources. Have a "hiring team" and collaborative hiring process with clear selection criteria to identify and select best available candidates. Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners). Use an interview process including a protocol for questioning and select highly qualified candidates. Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment. Check teachers' previous performance at CPS schools. Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths. Ensure all students have fair access to high-quality teachers in the school. Effectively utilize Related Service Providers at the classroom level. Use data including teacher evaluations and exit interviews to inform a retention strategy. Create a positive climate and working conditions for teaching that attracts and retains educator talent. Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals. Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve. Solicit information from staff using exit interviews/surveys to understand

reasons for leaving school or district. Make outreach efforts to engage community members as partners and resources. Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision. Monitor the impact of partner organizations' activity.

- 2 - Structure for Continuous Improvement
 - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
 - 2 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
 - 2 Design professional learning (PL) to achieve school-wide improvement goals
 - 3 Design and implement school day schedules that are responsive to student needs
 - 3 Align the budget to the CIWP priorities and the mission of the school
 - 2 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
 - 1 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
 - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
 - **Evidence:** The Curtis Instructional Leadership Team sets out to develop the knowledge and capacity of teachers as instructional leaders through the teaching and learning cycle in order to create an environment that ensures academic success and opportunity for all of our students. Create strong structures -regular ILT meetings with clear, thoughtful agendas -securing the space/time within ILT meetings for Cluster agenda development (to provide initial support) -Weekly check-ins to provide coaching for leadership development, review Cluster exit survey data, and provide support in planning for next Cluster Distribute leadership, ownership, & voice -ILT members share in creating ILT mission and goals (Summer "Retreat") -ILT members lead Cluster (not just facilitate, but plan, reflect on, and "own" Cluster meetings with the support of a coach) - Create ongoing structures for feedback (exit surveys, Effectiveness survey & follow-up data analysis/discussion of trends) to solicit opinions and incorporate voice. Develop Leadership Capacity & a Reflective, Trusting Team -Art of Coaching Team as tool for reflection on our own leadership strengths/areas for growth -Develop shared mission, norm on our purpose and how we will operate - Differentiated support in weekly check-ins -Appreciations, celebrations. Creating positive team culture. School schedule of 5 days for common grade level preparation time. Professional development for usage of student academic data and social emotional training. Provided differentiated development of staff members based on department. Clusters built in conducting peer observations and coaching. Teachers have opportunities to give feedback and suggestions on implementation. Support systems for teachers new to school on protocols and procedures (provide ongoing induction for teachers new to Curtis). There are opportunities for growth around professional growth around cultural linguistic needs of students and differentiated PL (after school pd).

Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum

- 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
- 2 Utilize the "big ideas" that should be taught to determine whether students are being taught the body of knowledge, the understandings, and the skills expected
- 3 Curriculum connects to real world, authentic application of learning
- 3 Curriculum is aligned to expectations of the standards
- 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
- 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
- **Evidence:** Curtis implements a rigorous curriculum adapted from Engage New York. In grades K-2, ELA teachers use Core Knowledge Language Arts and in grades 3-8, ELA teachers use Expeditionary Learning to drive their instruction. Math teachers in all grades use Eureka Math. These curriculum choices are research-based and deeply rooted in the Common Core State Standards. There are clear module pacing guides and curriculum maps built for each grade level based on the major standards of the grade. Teachers use the curriculum to guide their unit plans and adapt lesson pacing as necessary. The curriculum is cohesive across and within grade levels, building upon the standards and understanding from previous modules and grade level standards. Teachers use Second Step during morning meetings to incorporate social emotional learning into the curriculum, providing students with opportunities to grow academically and socially and emotionally. Focus on standards in ELA needs to be more of a priority/focus. This year in Cluster, there has been a focus on standards in math
- 3 - Instruction
 - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
 - 2 Engage students in learning and foster student ownership
 - 2 Use questioning and discussion as techniques to deepen student understanding
 - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
 - 3 Provide students frequent, informative feedback
 - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
 - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
 - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
 - **Evidence:** All teachers have used assessment data to create flexible grouping to deliver small group instruction. Groups are monitored for progress and reassessed throughout the year. Whole school implements EngageNY curriculum that contains cognitively engaging tasks for students Scope and Sequence of curriculum created from AUSL network at engageausl.businesscatalyst.com Cluster meetings specifically targeted developing teachers ability to create and ask high quality Text Dependent Questions through the study of the book Text-Dependent Questions Teachers participated in peer observations of small group instruction Members of ILT participated in peer observations. Administration does regular formal/informal observations to give feedback to staff on instruction. Leadership teams (ILT, SLT) needs to do more to support the growth of teachers to better

differentiate and align instruction to meet needs of all of our learners (particularly our College Ready students).Section needs to be updated.

- 3 - Balanced Assessment and Grading
 - 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
 - 3 Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning
 - 3 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
 - 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
 - 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
 - 3 Utilize assessments that measure the development of academic language for English learners
 - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
 - 3 Improve and promote assessment literacy
 - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
 - **Evidence:** School wide Anet summative interim assessment which is aligned to Common Core State Standards and address the 3 shifts in literacy and mathematics. The assessment is planned quarterly and aligned to grade level curriculum and standards. Teachers and staff have access to testing dates and scored material. However, the assessment itself is not available until the assessment date. We do not work within grade level or department teams to create common assessments. However, teachers create other formative assessments using Anet bank of assessment/standard questions. Due to new staff we may want o revisit usage of Anet bank of assessment questions. We need school wide progress monitoring tool for math k-8. Literacy progress monitoring tool is used for k-2 however nothing available for 3-8. Tier 1 teachers use Engage Ny curriculum with daily exit ticket data as formative assessment. Tier 2 teachers pull strategy small groups. However, this not done consistent enough. Tier 3 Vmath and Read 180 are used for students in need of intense support. We do not calibrate on scoring and grading in teacher teams. We are not implementing standards based grading systems or task. Teachers grade books are different across board. As a staff ?on-track? data is communicated and shared. Bi-weekly communication is shared around teachers grade books and student on track data.
- 3 - MTSS
 - 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
 - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)

- 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 3 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** SEL intervention programs such as “check-in” and “check-out” procedures, BAM, girls mentors, second step. “Off track” students are identified regularly, parents are informed/supports are offered. Progress monitoring all RED students with DIBELS bi-weekly. MTSS collaborates to discuss appropriate action plan for students not making adequate progress. Progress monitoring feature through DIBELS enables teachers to track student mastery and response to intervention. ○ After ample interventions and adequate data has been presented, MTSS team creates an action plan resulting in student referral, parental consent, and clinical evaluation to determine qualifications for Special Education services. Areas for Growth: Communication and collaboration between MTSS team and teachers, particularly around pull-out interventions and teacher-created small group learning opportunities. Exists to some degree for discipline (BHT) but less so academically. Determine how MTSS could better be worked into Cluster to better progress monitor and use the data continuously to address needs of students.
- 3 - Transitions, College & Career Access, & Persistence
 - 3 TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school, grade to grade, school to school, school to post-secondary)
 - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
 - 3 READINESS “ Ensure equitable access to college preparatory curriculum
 - 3 SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS)) including, but not limited to academic planning/advising to assist with
 - **Evidence:** Create opportunities for students to learn more about different talents and interests that can lead to career paths with after school programs like 21st Century. Attend High School and College visits annually to expose students to secondary and post-secondary school opportunities. Host High School representatives in classrooms to speak about opportunities available at their specific schools. Hosted a high school fair for students to learn about different types of schools and programs offered at schools. Areas for Growth: Could work on addressing more career opportunities for students based on their personal interests (job/career fairs, hosting mentors from different fields to speak about their career paths). Also could provide more programs and interventions around

transition years (buddy system for moving from primary to middle school building. Hosting former students in high school to mentor or support 8th graders). Providing individualized support to our middle school students to help match them with the most appropriate, supportive high school placement. Begin having conversations with our intermediate students (grade 4) to discuss career options. Collect data around student interests to align career fair & other learning opportunities to those interests.

Quality and Character of School Life

- 3 - Relational Trust
 - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
 - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
 - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
 - **Evidence:** Most staff members have a high level of relational trust amongst themselves, especially among grade levels. Teachers collaborate with each other when planning and support each other with discipline problems throughout any given day. Most staff members have some sort of relational trust with at least one member of the admin team Most interactions between staff and students are respectful, evident by the number of students who have no behavior write ups. Students are treated as individuals, being rewarded and given consequences through classroom behavior systems and the school wide PBIS ClassDojo system for students. All staff are invested in the lives of students outside of the classroom, this is evident in the amount of staff who participate in after school activities, staff who come and support unpaid school events ie. Mom & Me Tea, Daddy/Daughter Dance, Saturday Football, Soccer, Girls Scouts, Spoken Word Club, and Basketball Games.
- 2 - Student Voice, Engagement, and Civic Life
 - 2 Study politics
 - 2 Become informed voters and participants in the electoral process
 - 2 Engage in discussions about current and controversial issues
 - 2 Explore their identities and beliefs (REQUIRED: OSEL)
 - 2 Exercise student voice (REQUIRED: OSEL)
 - 2 Authentically interact with community and civic leaders
 - 2 Engage with their community
 - 2 Take informed action where they work together to propose and advocate for solutions
 - 2 Experience a schoolwide civics culture
 - **Evidence:** The school-wide ELA curriculum (Engage NY) allows for much engagement around civics, politics, and general societal issues. The curriculum is taught with fidelity, exposing students to many different issues in nationwide and worldwide and teaching them how to discuss these issues. Also have a student council with members voted in by the student body. Several social-emotional practices that encourage older students to explore their identity (Second Step, 6to16). Morning meetings address relevant issues in short discussions. Could work on having a set plan/curriculum for social science particularly with politics and government and using it to address gaps in student civic engagement in the school and their community. Also need more character and identity building

opportunities for primary students. More structure is needed for the student council in participating in decision making for the school (ie. what do they have input in/influence over, how do we communicate that with the student body. Can use more professional learnings around how to consistently integrate civic learning into instruction on a small to large scale. Explore CPS's SEL recommendations (i.e., Peer Jury) to provide students with additional opportunities for student voice and school and civic engagement.

- 3 - Physical and Emotional Safety
 - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
 - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
 - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
 - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
 - **Evidence:** Transitions and expectations for hallways are displayed on every floor in both buildings. Transitions are routines are consistent with every teacher/class at every grade level. Entry and dismissal procedures are safe orderly and managed consistent with little to no instructional time lost. School wide teachers provide students with opportunities to engage and contribute to classroom routines ie attendance, bathroom monitoring, collection and distribution of papers, line leaders, dojo helper, kick board helper. School wide social worker and counselor are available. Youth Guidance's Becoming a Man (BAM) program addresses impulsive, automatic responses that can lead to violence. BAM offers the middle school male students weekly group sessions during the school day and uses cognitive behavioral therapy to help youth slow down in high-stakes situations. Areas for Growth: Restorative practices need to be more restorative, transparent, and consistent. Consistent presence in all hallways to support transitions (free up Curtis staff from recess/lunch and hire misc employees) and after school on school grounds. Increase safety before and after school to ensure student safety (horses blocking parking lot to monitor traffic, ESP presence after school to keep students moving towards home). Behavioral Health team meet weekly to discuss service for student struggling emotionally/behaviorally. The counselor and SGA intern advertise open office hours and invite student to come in if needed. Counselor, case manager, and SGA intern support student individually as well hosting group counseling sessions.
- 3 - Supportive and Equitable Approaches to Discipline
 - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
 - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
 - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
 - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
 - **Evidence:** At Curtis, behavioral expectations are taught and reinforced via character education lessons provided by members of the Behavioral Health Team, Peace Circles conducted by members of the Behavioral Health Team and the Dean of Students, restorative conversations facilitated by all staff, and via

classroom instruction provided by the teaching staff. Data from our internal behavioral tracking system (google doc) is utilized to identify patterns of maladaptive behavior and is utilized to develop small group and individualized SEL interventions. Peace Circle are utilized to address the causes of student conflict, repair breaches in student-student and student-staff relationships, and reinforce behavioral expectations. Student behavior that is deemed disruptive to the learning process is addressed by briefly removing the student from the learning environment, redirecting the student via restorative conversation, and reintegrating the student into the learning environment once redirection and restoration, if needed, is completed. The Behavioral Health Team was formulated for the purpose of providing SEL support to students and families, addressing maladaptive student behavior, reinforcing and celebrating adaptive student behavior, and selecting and developing appropriate SEL interventions. Students are rewarded through a token economy for positive behavior. Youth Guidance's Becoming a Man (BAM) program addresses impulsive, automatic responses that can lead to violence. BAM offers the middle school male students weekly group sessions during the school day and uses cognitive behavioral therapy to help youth slow down in high-stakes situations.

- 3 - Family & Community Engagement
 - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
 - 3 Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy, or math events).
 - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
 - 2 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
 - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
 - 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
 - 3 Partner equitably with parents speaking languages other than English
 - 4 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
 - **Evidence:** PP Committee has dedicated a significant amount of time towards planning events to increase parental engagement; however, parent turn-out to events remains generally low; higher for craft nights (~40 parents), lower for parent workshops (<5 parents). Current principal has hired several parents as misc employees and has increased the number of parent volunteers. Over the past two years, the Parent Partnership Committee has worked to improve family involvement at Curtis. While there have been great strides made in some areas, we have fallen short in others. As it currently is, the committee provides formal opportunities, at least once a month, for parents and families to engage in events and activities at school. These events have included Open House, Literacy Night, Math Night, Quarterly Awards Assemblies, Craft Nights - Thanksgiving, Winter Holiday, Valentine's Day, Mom and Me Tea Party, and Town Hall Meetings. The academic events provided families with an opportunity to engage in their students' learning and share that connection at home. A few setbacks in the success of these events were lack of teacher commitment and engagement and low family turnout at the academic events. This year, the committee piloted an

Adult Learning Series, presenting on topics like computer literacy, accessing community resources, financial literacy, resume building, and interview skills. These offerings were based on a parent survey completed by parents during the 2017 Open House. While this series was based on parent requests and planned with timing constraints in mind, there was extremely low turnout at each event. As a whole, Curtis shares attendance expectations and information regarding the importance of attendance on a regular basis. Parents signed an "attendance" contract during Open House and were also urged to sign up for Parent Portal. These topics are also widely communicated during Parent-Teacher Conferences. Parents and families receive a monthly newsletter advertising important dates and events at school. The school uses the Remind system to connect with parents to send text updates and reminders, especially regarding attendance. Curtis uses a facebook page to communicate with parents and families and to share information in a convenient way. The engagement on the page is limited, though. When a student has excessive absences, there is a team that conducts home visits to find the root of the issue and support families in this way. Some staff members even provide student transportation so they can attend school. Communication with families about class activities and student progress differs on a teacher by teacher basis. Some teachers send home weekly newsletters and communicate via phone daily. Parents receive grade updates through bi-weekly progress reports from the school. Parents have access to a parent room in the primary building that provides computers and a space for parents to engage with one another. This space is under utilized and not highly publicized. Curtis uses the standard CPS volunteer policy to vet parent and community volunteers. While this policy is a safety precaution, it often encumbers parents from volunteering in the classroom or attending field trips.

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	2
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	1
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	4
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0

Score	Framework dimension and category	Area of focus
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	3
3	Quality and Character of School Life: Physical and Emotional Safety	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	5

Goals

Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Tier 1 instruction is not consistently aligned to CCSS
Root Cause 1	Coaches have not taught teachers how to unpack the standards
Area of Critical Need 2	Math growth among students in 3-8 grade is below the 20th percentile
Root Cause 2	Teachers are unsure of specific RIT bands and need clarity around how to best marry that information into weekly lesson plans and small group instructional plans.
Area of Critical Need 3	Average student attendance is below 95%
Root Cause 3	Teachers and all staff don't realize that teacher participation in regular student attendance and recognition through classroom incentives can be very effective in motivating students to come to school on a daily basis.

Vision metrics

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8) I chose this metric because Tier 1 instruction is not aligned to CCSS.	Overall		40.00	50.00
SQRP: National School Growth Percentile - Math (Grades 3-8) I chose this metric because Math growth among students in 3 - 8 grade is below the 50th percentile.	Overall		40.00	50.00
Vision: Attendance Rate I chose this metric because the average student attendance rate is below 95%.	Overall		96.00	96.50
(Blank)				
(Blank)				

Required metrics (Elementary) (100% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey My School, My Voice Survey				5.00	5.00

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

Strategies

Strategy 1

If we do...	Implement 1:1 Direct coaching to teach teachers to?. Use SGI as a continuation of WGI, allowing students more access and practice with grade level CCSS. Use current data (Exit tickets, Anet) to drive groupings
Then we see...	Groupings that are fluid and change based on CCSS proficiency levels. Increased numbers of students achieving proficiency on exit tickets, module assessments
which leads to...	rigorous instruction aligned to CCSS. increased percentage of students meeting/exceeding our goals of attainment and growth targets on the SQRP.
Budget Description	Curriculum Materials, professional development
Tags	Instruction
Action steps	<ul style="list-style-type: none"> (Not started) Group students according to assessment data Tags:Instruction (Not started) Introduce and maintain the routines and procedures for guided reading and literacy work stations Tags:Instruction (Not started) identify and create varying levels of questioning building towards responses (types of TDQs, identifying areas within plans to scaffold additional questions to address anticipated misconceptions) Tags:Literacy: Shift 1-Increase access to effective and rigorous literacy intruction

Strategy 2

If we do...	Incorporate assessments and analysis in a thoughtful, standards-based curriculum, manage as part of an integrated system managed as part of an integrated system of standards, curriculum, assessment, instruction, and teacher development. Organize curriculum and assessments around a well-defined set of learning progressions along multiple dimensions within subject areas. Use multiple measures of biweekly assessments, mid-module, end-of-module assessments, daily exit tickets, and ANet to inform instruction. Formative and interim/benchmark assessments and instructional supports are conceptualized in tandem with summative assessments?all of them linked to the standards.
Then we see...	the monitoring of student learning and progress and be able to plan appropriate action steps for small groups and differentiated instruction. Use of a balanced system of assessment including diagnostic, formative, and summative to monitor learning and inform instruction assessments aligned with the required curriculum standards. Use common assessments to monitor student progress, inform instruction, and improve teacher practices. Assessment analysis results used to provide feedback to students and to

	adjust instruction. Implementation of assessment practices that provide an accurate indication of student progress on the required standards.
which leads to...	Explicit communication of subject based learning outcomes, targeted support for students and higher student mastery and attainment.
Budget Description	Gradebook, Grading practices, Grading scale, assessment schedule, ANet (benchmark), Engage Module assessments
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading
Action steps	<ul style="list-style-type: none"> (Not started) create and assessment schedule which incorporates formative, summative, benchmark (district and network) assessments. Tags:Assessment: Balanced Assessment and Grading (Not started) Create normed categories, weights and grading scale in Grade book Tags:Assessment: Balanced Assessment and Grading

Strategy 3

If we do...	work together to create a school-wide consistent safety and order plan that holds all staff members accountable to the highest level of professionalism and makes expectations clear to students and staff from the start of the school year?. Explicitly teach, reteach and model clear behavior expectations and use positive strategies such as Second Step to redirect behavior and intervene early and deescalate inappropriate behavior.
Then we see...	Students upholding expectations daily; ALL staff members holding students accountable to a high standard; Stronger relationships, respect and trust between students and staff; Maximized learning time and promote positive behavior. Create a nurturing participatory learning environment leading to a decrease in suspensions and misconducts.
which leads to...	Minimal classroom disruptions and establish MTSS for student's social, emotional, and behavioral needs which will foster positive classroom and school community environment. Students feeling safe at school; A school culture for learning; A united front between all staff members and students; Consistent role models (staff) displaying professionalism at all times.
Budget Description	SEL, professional development, restorative practices
Tags	OSEL: Supportive and Equitable Discipline Practices
Action steps	<ul style="list-style-type: none"> (Not started) provide proper behavior management training to all staff members prior to the school year beginning and ongoing coaching and support for all staff members

	<p>Tags:CBE: SEL Integration</p> <ul style="list-style-type: none"> (Not started) provide opportunities for restorative practices and proper implementation of a school-wide PBIS <p>Tags:CBE: SEL Integration, OSEL: SEL Instruction, OSEL: Supportive Classroom Environment, OSEL: Supportive School Environment</p>
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Strategy 4

If we do...	Incorporate assessments and analysis in a thoughtful, standards-based curriculum, manage as part of an integrated system managed as part of an integrated system of standards, curriculum, assessment, instruction, and teacher development. Organize curriculum and assessments around a well-defined set of learning progressions along multiple dimensions within subject areas. Use multiple measures of biweekly assessments, mid-module, end-of-module assessments, daily exit tickets, and ANet to inform instruction. Formative and interim/benchmark assessments and instructional supports are conceptualized in tandem with summative assessments?all of them linked to the standards.
Then we see...	the monitoring of student learning and progress and be able to plan appropriate action steps for small groups and differentiated instruction. Use of a balanced system of assessment including diagnostic, formative, and summative to monitor learning and inform instruction assessments aligned with the required curriculum standards. Use common assessments to monitor student progress, inform instruction, and improve teacher practices. Assessment analysis results used to provide feedback to students and to adjust instruction. Implementation of assessment practices that provide an accurate indication of student progress on the required standards.
which leads to...	Explicit communication of subject based learning outcomes, targeted support for students and higher student mastery and attainment.
Budget Description	
Tags	
Action steps	

Action Plan

Strategy 1

Group students according to assessment data

Sep 01, 2020 to Sep 08, 2020 - Teachers, Coaches

Introduce and maintain the routines and procedures for guided reading and literacy work stations

Sep 07, 2020 to Sep 25, 2020 - Teachers, coaches

identify and create varying levels of questioning building towards responses (types of TDQs, identifying areas within plans to scaffold additional questions to address anticipated misconceptions)

Sep 16, 2020 to Nov 02, 2020 - Teachers

Strategy 2

create and assessment schedule which incorporates formative, summative, benchmark (district and network) assessments.

Aug 01, 2020 to Aug 07, 2020 - SLT

Create normed categories, weights and grading scale in Grade book

Jul 15, 2020 to Jul 17, 2020 - SLT

Strategy 3

provide proper behavior management training to all staff members prior to the school year beginning and ongoing coaching and support for all staff members

Jul 06, 2020 to Jul 24, 2020 - Dean, Admin

provide opportunities for restorative practices and proper implementation of a school-wide PBIS

Sep 07, 2020 to Jun 16, 2021 - Counselor, Dean, Admin

Strategy 4

Fund Compliance

ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[]

Non-title I school that does not receive any Title I funds

ESSA Schoolwide Program

A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.

Create individual learning plans for all students including students with disabilities to address their needs. Curtis will supplement district provided Supplemental Education Services by creating school level before/ after school tutoring for struggling students. Organize structured planning periods to give teachers the opportunity to analyze data and plan for effective instruction.

Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.

Students are provided with After School services "Cougar University", Differentiated Instruction, and MTSS.

Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.

Instructional practices currently being utilized are small group instruction, flexible grouping, and Common core. Co-teaching/ Collaborative teaching models are incorporated. Common planning time is used to analyze student data and plan for effective instruction.

Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).

Teachers have targeted students who are below level and on academic warning and modify instruction accordingly. Curtis staff actively participates in an area wide vocabulary initiative as well as local and area professional development as targeted areas of weakness. Deficient students are given first priority for before/ after school supplemental education services. After school programs include After School programs. All grade levels meet once a week to participate in common planning. Performance management sessions are conducted once a month to focus on areas of concern and also discuss strategies that maximize student outcomes.

Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.

In order to attract high quality teachers we maintain established partnerships with Universities and teacher preparation programs, i.e. TFA. We examine staffing needs early and frequent, develop recruitment timelines, identify multiple recruitment sources and strategies, and budget for a recruitment team. We also create marketing materials to showcase and explain our school community to potential teachers.

High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.

The factors within the school's professional capacity self-assessment tool and school characteristics that contributed to students performance is focused on concrete targeted professional development of effective strategies to meet the specific needs of each student and to ensure priorities are directly aligned with CIWP priorities.

Strategies to increase parent involvement, such as family literacy services.

The importance of parental involvement will be expressed in the PD for teachers. Teachers will adopt techniques to help build partnerships and communicate effectively with parents. Communication tools will consist of backpack mailing notes, conferences, email, phone calls, and/or parent portal. Over the past two years, the Parent Partnership Committee has worked to improve family involvement at Curtis. While there have been great strides made in some areas, we have fallen short in others. As it currently is, the committee provides formal opportunities, at least once a month, for parents and families to engage in events and activities at school. These events have included Open House, Literacy Night, Math Night, Quarterly Awards Assemblies, Craft Nights - Thanksgiving, Winter Holiday, Valentine's Day, Mom and Me Tea Party, and Town Hall Meetings. The academic events provided families with an opportunity to engage in their students' learning and share that connection at home. A few setbacks in the success of these events were lack of teacher commitment and engagement and low family turnout at the academic events. We will continue our Adult Learning Series, presenting on topics like computer literacy, accessing community resources, financial literacy, resume building, and interview skills. These offerings were based on a parent survey completed by parents during Open House. This series was based on parent requests and planned with timing constraints in mind.

Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. **Not applicable to middle or high school buildings.

Increase communication between kindergarten and head start teachers and discuss expectations for students. Teachers engage in discussions on programs, curriculum, standards, and achievement levels. Curtis will increase communication with families through school visits, incoming family night, distribute brochures to parents, home activity calendars, and additional resources.

Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

All grade levels meet once a week to participate in common planning. The consultancy protocol is used at grade level meetings to focus on areas of concerns and to discuss strategies that maximize student outcomes.

Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

Instructional practices currently being utilized are small group instruction, flexible grouping, and Common core. Co-teaching/ Collaborative teaching models are incorporated. Common planning time is used to analyze student data and plan for effective instruction. Create individual learning plans for all students including students with disabilities to address their needs. Curtis will supplement by creating school level before/ after school tutoring for struggling students.

Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.

We partner with BAM and Kalu to provide mentoring for students. Additionally we receive funds to support an SGA intern to provide counseling for our students. We also partner with Trio for college and career readiness, preparation and exposure. Currently our students participate in the fresh fruit and vegetable program, we maintain a community garden, students and community members take home fresh vegetables after harvest. We also partner with various organizations to provide structure OST for our student via sports and clubs.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy (Complete)

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Curtis parents will continue to have monthly PAC meetings and will encourage parent to attend collaborative bring the information back to our parents and community. The principal will hold the Annual Title 1 meeting on September. The Title 1 PAC will review & revise the current Parent Compact & Policy twice during the school year December & February.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

Title I Annual Meeting was held on September 2020 and the Title I PAC Organizational Meeting was held on October 2020. The Title 1 PAC will host their PAC organization meeting on October 2020. The Title 1 PAC will continue to host monthly PAC meetings to provide parents with needed information. If requested by parents, PAC will determine an alternate meeting date and time.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Curtis has an open door policy and welcomes comments and suggestions from all stakeholders. Parents are encouraged to ask questions or bring out concerns during PAC and LSC meetings. They are also welcome to express individual concerns as needed. Questions and/or concerns are addressed immediately or as soon as possible, depending on the situation. If a concern addresses a large population of the student body, notes, letters or the out-calling system will be used to address it.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Teachers will review individual results during parent/teacher conferences. Finally individual result score sheets are to be distributed to every child as soon as the school gets them.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Curtis must have 100% of their staff members to be highly qualified as defined in Title 1 final regulation. However, if there was a case in which students are with a teacher that is not highly qualified during four consecutive weeks, then an official letter will be mailed to Curtis to the parents.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

With assistance from the school PAC will host parent training that will provide parents with tools to understand the school, district and state standards and

assessments, and the requirements of Title 1 Part A: How to monitor their child progress: and how to work with educators.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Curtis will educate all students including students with disabilities to succeed in a changing world by providing a comprehensive reading, math and science curriculum that will integrate Technology throughout the curriculum. Moreover, Curtis will provide a safe and nurturing learning environment that attends to the needs of every child. Through rigorous, innovation and dynamic instruction, we will promote the value of learning emphasizing creativity, character, and social development. With strong collaboration and community involvement, we will empower our students to be successful in high school, college and beyond, having a lasting and positive impact on the world we live in.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

The importance of parental involvement will be expressed in the PD for teachers. Teachers will adopt techniques to help build partnerships and communicate effectively with parents. Communication tools will consist of backpack mailing notes, conferences, email, phone calls, and/or parent portal. Over the past two years, the Parent Partnership Committee has worked to improve family involvement at Curtis. While there have been great strides made in some areas, we have fallen short in others. As it currently is, the committee provides formal opportunities, at least once a month, for parents and families to engage in events and activities at school. These events have included Open House, Literacy Night, Math Night, Quarterly Awards Assemblies, Craft Nights - Thanksgiving, Winter Holiday, Valentine's Day, Mom and Me Tea Party, and Town Hall Meetings. The academic events provided families with an opportunity to engage in their students' learning and share that connection at home. A few setbacks in the success of these events were lack of teacher commitment and engagement and low family turnout at the academic events. We also feature an Adult Learning Series, presenting on topics like computer literacy, accessing community resources, financial literacy, resume building, and interview skills. These offerings were based on a parent survey completed by parents during Open House. This series was based on parent requests and planned with timing constraints in mind.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Curtis PAC parents will encourage all the parents of the program to attend the meetings and workshops.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All letters, meeting announcements, memos and any other information that is sent home will be sent out in both English and Spanish. The messages sent through the out-calling system are also in both English and Spanish.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.

<p>In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.</p>

<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>

<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

N/A

School-Parent Compact (Complete)

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Curtis will educate all students including students with disabilities to succeed in a changing world by providing a comprehensive reading, math and science curriculum that will integrate Technology throughout the curriculum. Moreover, Curtis will provide a safe and nurturing learning environment that attends to the needs of every child. Through rigorous, innovation and dynamic instruction, we will promote the value of learning emphasizing creativity, character, and social development. With strong collaboration and community involvement, we will empower our students to be successful in high school, college and beyond, having a lasting and positive impact on the world we live in.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent- teacher conferences will be held during report card pick up days (Nov. 2020 & April 2021). Flyers will be sent home and announcements will be made during parent meetings to remind them about parent teacher conferences. Additional parent teacher conferences will be scheduled depending on

individual needs. Parents will be notified by backpack notices, and via text message (Remind.com) about all parent teacher conferences.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

The teachers will provide progress reports every five weeks and report cards every ten weeks. Students in grades 1-8 receive weekly "know your numbers" reports which outline academic and attendance data. The teachers will input information on student attendance, academic progress and assignments on the parent portal weekly. The parents will use the parent portal to monitor their child's academic progress, homework assignment for completion and accuracy. The parents will make sure their children attend school regularly and on time daily. The parent will attend all conferences concerning their child's academic progress, attendance.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Parents and staff can schedule individual parent conferences as needed. These conferences are held during non-instructional time (before the regular school hours) or after school (with teacher agreement) or during teacher preparation period. Unless it is urgent a 24-hour notice will be required. Meeting will take place in the classroom or the administrator's office.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

In order to increase the number of opportunities for parents to volunteer at Curtis SoE, there will be 2 tracks of parents one being scheduled consistent volunteer opportunities and the second allowing parents to drop by and assist with events or special projects. We have a designated volunteer coordinator who will walk parents through the process of submitting their volunteer application with CPS.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

The parents will use the parent portal to monitor their child's academic progress, homework assignment for completion and accuracy. The parents will make sure their children attend school regularly and on time daily. The parent will attend all conferences concerning their child's academic progress, attendance. Parents will also observe their child classroom activities.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

The Parents will participate individual conferences with their child teacher for regularly scheduled progress report and report card pick-up or as needed. The parents will be asked to participate on the CIWP team. Parents will serve as members of the Title 1 PAC and LSC as valued stakeholders as in making educational decisions as related to children.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Curtis students will come to school prepared & ready to work. Curtis students will show respect to themselves & others. Will complete their homework and promote positive behavior while at the school & school activities.

Parent Budget (Complete)

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

To increase parent involvement through targeted programming which will lead to NWEA MAP growth in Reading and Math in the 99th percentile and increase Reading and Math attainment to the 50th percentile.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)

Description

Allocation

51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$786.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$0.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$0.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$0.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$2000.00

54205	<p>Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.</p>	\$0.00
54565	<p>Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.</p>	\$0.00
53510	<p>Postage Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p>Software Must be educational and for parent use only.</p>	\$0.00
55005	<p>Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.</p>	\$0.00